Student and teacher: Use this cover sheet for mailing or faxing.

ASSIGNMENT BOOKLET 7A

MAT3038 Applied Mathematics 30
Module 7: Activities 1 to 3 Assignment

FOR STUDENT USE ONLY		FOR OFFICE USE ONLY

FOR STUDENT USE ONLY

Date Assignment Submitted:

_____

Time Spent on Assignment:

_____

(If label is missing or incorrect)

Student File Number:

_____

Module Number: _____

FOR OFFICE USE ONLY

Assigned
Teacher: _____

Assignment
Grading: _____

Graded by: _____

Date Assignment Received:

**Student's Questions
and Comments**

Apply Module Label Here

Name

Address

Postal Code

Please verify that preprinted label is for correct course and module.

Teacher's Comments

_____
Teacher

INSTRUCTIONS FOR SUBMITTING
THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each section of assignments as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your section assignments or your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with your assignments or Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Put your assignments or Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach sufficient postage and seal the envelope. Assignment Booklets will travel faster if sufficient postage is used and if they are in large envelopes that do not exceed two centimetres in thickness.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.

2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed assignments to the school with which you are registered. Contact your teacher for the appropriate e-mail address.

Applied
Mathematics 30

VECTORS

ASSIGNMENT BOOKLET 7A

Learning
Technologies
Branch

Alberta
LEARNING

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Activities 1 to 3 Assignment	70	

Teacher's Comments

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	

You may find the following Internet sites useful:

- Alberta Learning, **http://www.learning.gov.ab.ca**
- Learning Technologies Branch, **http://www.learning.gov.ab.ca/ltb**
- Learning Resources Centre, **http://www.lrc.learning.gov.ab.ca**

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

ASSIGNMENT BOOKLET 7A
APPLIED MATHEMATICS 30: MODULE 7
ACTIVITIES 1 TO 3 ASSIGNMENT

Your mark for this module will be determined in part by how well you do your assignments.

This Assignment Booklet is worth 70 marks out of the total 195 marks for the assignments in Module 7. The value of each assignment and each question is stated in the left margin.

Work slowly and carefully. If you have difficulty, go back and review the appropriate topic.

Be sure to proofread your answers carefully.

Activities 1 to 3 Assignment

(70)

Read all parts of your assignment carefully and record your answers in the appropriate places. Clearly show how you arrived at your answers by showing your work.

(2) **1.** State how you can tell the difference between a scalar quantity and a vector quantity.

_____

_____

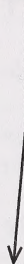(2) **2.** Describe two ways of labelling the following geometric vector.

_____

_____
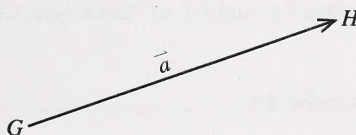
(1) **3.** How is the magnitude of a vector indicated?

_____

_____

④

4. State the bearing of each vector.

    a. N

    b. N
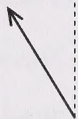
    c. N

_____

_____

_____
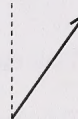
> Return to page 13 of the Student Module Booklet and continue with Activity 1.

①

5. Write a statement indicating that vector $\vec{a}$ and vector $\vec{b}$ are equal and opposite vectors.

$$\xrightarrow{\quad\vec{a}\quad}$$

$$\xleftarrow{\quad\vec{b}\quad}$$

_____
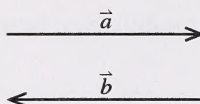
6. Answer exercises 3.e. and 4.f. of "Exercises: Checking Your Skills" on page 308 of the textbook.

①

Textbook exercise 3.e.: _____

_____

①

Textbook exercise 4.f.: _____

_____

> Return to page 14 of the Student Module Booklet and continue with Activity 1.

② **7.** Answer exercise 4 of "Investigation 1: Adding Vectors That Represent Changes in Position" on page 312 of the textbook.

_____

_____

_____

8. Complete textbook exercises 3 and 4 of "Investigation 2: The Parallelogram Method for Adding Two Vectors."

④ **Textbook exercise 3:** (Include your scale diagram.)

② **Textbook exercise 4:** _____

_____

_____

(4)   **9.** Name two methods of adding vectors, and explain when you would use each method.

_____

_____

_____

_____

_____

_____

_____

10. Answer exercises 4, 5.b., and 9 of "Exercises: Checking Your Skills" on pages 318 and 319 of the textbook. Include scale drawings with your answers.

(4)   **Textbook exercise 4:**

④   **Textbook exercise 5.b.:**

④   **Textbook exercise 9:**

③　　**11.** Summarize, in your own words, what you learned in Investigation 1.

_____

_____

_____

_____

_____

_____

12. Complete exercises 7 and 8 of "Investigation 2: Enlarging Figures" on page 321 of the textbook.

⑤　　**Textbook exercise 7:**
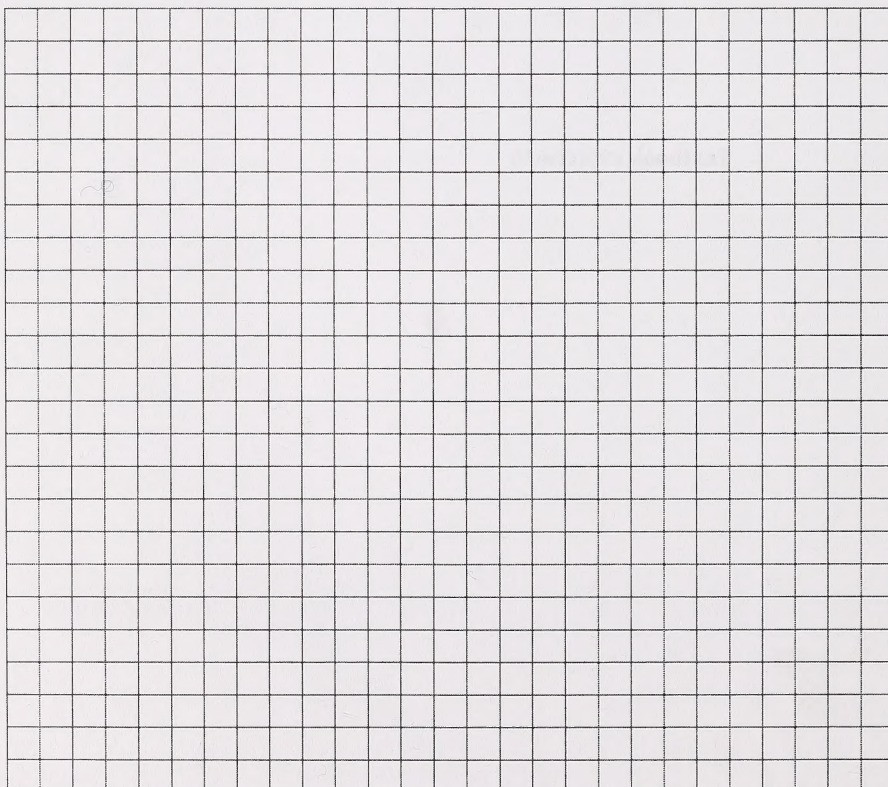
(1)   **Textbook exercise 8:** _____

_____

Return to page 22 of the Student Module Booklet and continue with Activity 3.

13. Answer exercises 1 and 2 of "Discussing the Ideas" on page 322 of the textbook.

(1)   **Textbook exercise 1.a.:** _____

_____

(1)   **Textbook exercise 1.b.:** _____

_____

(1)   **Textbook exercise 1.c.:** _____

_____

(2)   **Textbook exercise 2:** _____

_____

_____

(3)   14. Answer exercise 1 of "Exercises: Checking Your Skills" on page 322 of the textbook. Round the speed to the nearest km/h.

③ **15.** Answer exercise 5.b. of "Exercises: Extending Your Thinking" on page 323 of the textbook.

① **16.** Using the following house plan, how many paths would it take to get from the dining room table to the inside of Bedroom 2?

House
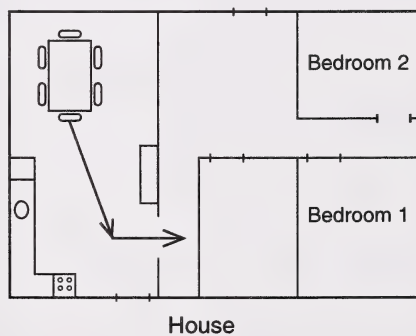
② **17.** Why is it important to plan for the minimum route when training a robot?

18. A security robot is to be programmed to do regular security checks of the building shown in question 18.a. You have to program the robot to visit each security checkpoint on the floor plan beginning and ending at Start. In your programming, minimize the number of vector commands to the robot and try to minimize the distance it has to travel. Have the robot travel in the middle of the smaller hallways to allow pedestrian traffic to flow with minimal interruption.

(5)

a. Use vectors to draw the robot's path on the diagram given. Be sure that the robot makes physical contact with the centre of each security point. The first two vectors are drawn for you.

⑤

b. List the sequence of vectors that you created in part a. in the order that the robot should execute them. Give the magnitude and direction for each vector. The first two are done for you.

Vector	Calculation
1. 8.4 m [south]	2.1 cm × 4 m/cm = 8.4 m
2. 13.2 m [east]	3.3 cm × 4 m/cm = 13.2 m

②

c. Each vector in the robot's program is a scalar multiple of a unit vector going south or a unit vector going east. How many different scalars will be needed to get all the vectors given in the list in question 18.b. from these two unit vectors? (**Hint:** There are fewer scalars required than there are vectors.)

_____

_____

_____

_____

© 2002

Student and teacher: Use this cover sheet for mailing or faxing.

ASSIGNMENT BOOKLET 7B

MAT3038 Applied Mathematics 30
Module 7: Activities 4 and 5 Assignment, Module Review Assignment, and Module Project

FOR STUDENT USE ONLY		FOR OFFICE USE ONLY

FOR STUDENT USE ONLY

Date Assignment Submitted:

_____

Time Spent on Assignment:

_____

(If label is missing or incorrect)

Student File Number:

_____

Module Number: _____

FOR OFFICE USE ONLY

Assigned
Teacher: _____

Assignment
Grading: _____

Graded by: _____

Date Assignment Received:

**Student's Questions
and Comments**

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

Teacher's Comments

_____
Teacher

INSTRUCTIONS FOR SUBMITTING
THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each section of assignments as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your section assignments or your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with your assignments or Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Put your assignments or Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach sufficient postage and seal the envelope. Assignment Booklets will travel faster if sufficient postage is used and if they are in large envelopes that do not exceed two centimetres in thickness.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.

2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed assignments to the school with which you are registered. Contact your teacher for the appropriate e-mail address.

Applied Mathematics 30

VECTORS

ASSIGNMENT BOOKLET 7B

Alberta
LEARNING

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Activities 4 and 5 Assignment	42	
Module Review Assignment	43	
Module Project	40	
	125	

Teacher's Comments

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	

You may find the following Internet sites useful:

- Alberta Learning, **http://www.learning.gov.ab.ca**
- Learning Technologies Branch, **http://www.learning.gov.ab.ca/ltb**
- Learning Resources Centre, **http://www.lrc.learning.gov.ab.ca**

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

ASSIGNMENT BOOKLET 7B
APPLIED MATHEMATICS 30: MODULE 7
ACTIVITIES 4 AND 5 ASSIGNMENT, MODULE REVIEW
ASSIGNMENT, AND MODULE PROJECT

Your mark for this module will be determined in part by how well you do your assignments.

This Assignment Booklet is worth 125 marks out of the total 195 marks for the assignments in Module 7. The value of each assignment and each question is stated in the left margin.

Work slowly and carefully. If you have difficulty, go back and review the appropriate topic.

Be sure to proofread your answers carefully.

Activities 4 and 5 Assignment

(42)

Read all parts of your assignment carefully and record your answers in the appropriate places. Clearly show how you arrived at your answers by showing your work.

1. Answer exercises 3 and 5 of "Practise Your Prior Skills" on pages 324 and 325 of the textbook. Round your answers to the nearest tenth of a centimetre and to the nearest degree.

(3)   **Textbook exercise 3:**

(3)   **Textbook exercise 5:**

2. a. Answer exercises 3 and 9 of "Exercises: Checking Your Skills" on pages 328 and 329 of the textbook. Round your answers to the nearest tenth of a unit and to the nearest degree.

(3)   **Textbook exercise 3:**

③　　　　　　**Textbook exercise 9:**

④　　　　**b.** Answer exercise 10 of "Exercises: Extending Your Thinking" on page 329 of the textbook. Round your answer to the nearest tenth of a unit and to the nearest degree.

3. Answer exercise 7 of "Exercises: Checking Your Skills" on page 329 of the textbook. Round your answers to the nearest tenth of a unit and to the nearest degree.

④ **Textbook exercise 7.a.:**

② **Textbook exercise 7.b.:**

4. Answer exercises 1, 2, and 3 of "Discussing the Ideas" on page 328 of the textbook.

③ **Textbook exercise 1:** _____

_____

_____

_____

_____

②   **Textbook exercise 2:** _____

_____

_____

_____

②   **Textbook exercise 3:** _____

_____

_____

_____

Return to page 30 of the Student Module Booklet and continue with Activity 4.

5. Sketch box frames of the following dimensions. Since these are sketches, a scale is not required, but the sketches should appear to be somewhat proportional. **Note:** Use dotted lines to indicate the hidden edges of the box.

②   **a.** 18 cm long by 12 cm wide by 6 cm high.

②　　　　　　**b.** 24 inches long by 12 inches wide by 8 inches high.

②　　　　　　**c.** 20 cm long by 10 cm wide by 30 cm high.

(1)

6. Why is a three-dimensional diagram not required in Example 1 on page 332 of the textbook?

_____

_____

_____

(1)

7. How has the complication of the three-dimensional diagram been reduced in Example 2 on page 333 of the textbook?

_____

_____

_____

⑤   **8.** Answer exercise 3 of "Exercises: Checking Your Skills" on page 336 of the textbook.

(43)

Module Review Assignment

Read all parts of your assignment carefully and record your answers in the appropriate places. Clearly show how you arrived at your answers by showing your work.

1. A flight crew has been sent to Mars. The pilot is able to steer the descent to the surface with four thrusters, one on each side of the ship. The ship accelerates toward Mars at 3.8 m/s^2. The pilot fires the north thruster to achieve an acceleration of 1.5 m/s^2 toward the south. At the same time, the east thruster is fired to achieve an acceleration of 2.1 m/s^2 toward the west.

(2)

    a. Draw a box, label the corners, and enter the given vector information. Draw the resultant vectors in the appropriate locations.

(2)

    b. Determine the magnitude of the resultant velocity.

②
c. Determine the angle at which the spaceship is dropping (the angle the resultant makes with the horizontal).

②
d. Determine the bearing of the spaceship.

②
e. Write a summary statement about the resultant force.

_____

_____

_____

_____

2. You are given the following vectors:

$$\vec{a} = 4 \text{ m/s } [\text{east}]$$

$$\vec{b} = 6 \text{ m/s } [\text{west}]$$

$$\vec{c} = 3 \text{ m/s } [\text{north}]$$

Draw scale diagrams to find the following. Use a scale of $1 \text{ cm} = 1 \text{ m/s}$.

②   **a.** $\vec{a} + 2\vec{a}$

②   **b.** $-2\vec{c}$

(2)   c. $\vec{b} + \left(-2\vec{c} \right)$

(2)   d. $1.5\vec{a}$

3. Person A is exerting a force of 100 N [west] on an object while Person B is exerting a force of 75 N [south].

(2)   a.   Draw a scale diagram illustrating the situation.

(2)

b. Use the scale diagram to determine the magnitude of the resultant force.

(1)

c. Use the scale diagram to determine the angle between the resultant force and the 75-N force.

(2)

4. Three forces are acting on an object. The first force is 1500 N downward, the second force is 800 N west, and the third force is 600 N east. In what general direction will the object move?

_____

_____

_____

5. An airplane flies with a groundspeed of 240 km/h due north while descending at an angle of 12°. It is affected by a 30 km/h wind blowing to the west (as shown in the diagram).
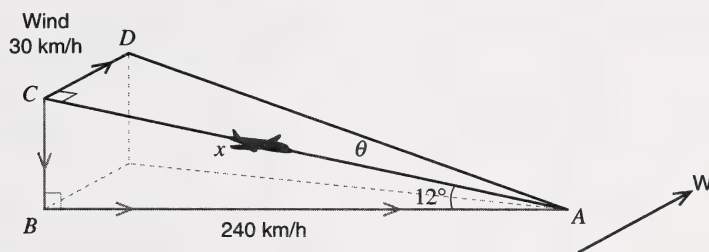
(2)

a. Model this situation with two 2-D diagrams.

(2)   **b.** Calculate the resultant speed of the airplane.

(2)   **c.** What course correction should the pilot make to remain on track for the runway?

Answer questions 6 to 9 on the answer sheet provided on page 20 of this Assignment Booklet. The answer sheet is similar to the one that will be used on the Diploma Examination for Applied Mathematics 30. Read the following information before proceeding.

Multiple Choice

- Decide which of the choices **best** completes the statement or answers the question.

- Locate that question number on the separate answer sheet provided, and fill in the circle that corresponds to your choice.

Example

This assignment is for the subject of

A. biology
B. physics
C. chemistry
D. mathematics

Answer Sheet

Ⓐ   Ⓑ   Ⓒ   ●

Numerical Response

- Record your answer on the answer sheet provided by writing it in the boxes and then filling in the corresponding circles.

- If an answer is a value between 0 and 1 (e.g., 0.7), then be sure to record the 0 before the decimal place.

- **Enter the first digit of your answer in the left-hand box. Any boxes on the right that are not needed are to remain blank.**

Examples

Calculation Questions and Solutions

The value of $\tan 35°$, to the nearest tenth, is _____.

(Record your answer in the numerical-response section on the answer sheet.)

Calculator value: 0.700 207 5
Value to be recorded: 0.7

Record 0.7 on the answer sheet. ⟶

0	.	7	

A particular matrix operation produces the equation

$$2\begin{bmatrix} 1 & 0.5 \\ 1.5 & 4 \end{bmatrix} = \begin{bmatrix} a & b \\ c & 8 \end{bmatrix}$$

In the equation above, the value of

a is _____ (Record in the **first** column.)
b is _____ (Record in the **second** column.)
c is _____ (Record in the **third** column.)

(Record all **three digits** of your answer in the numerical-response section on the answer sheet.)

Value to be recorded: 213

Record 213 on the answer sheet. ⟶

2	1	3	

Correct-Order Question and Solution

Four different sets of data produce the following standard deviations.

1   0.3   **2**   2.4
3   1.6   **4**   1.9

When these four standard deviations are arranged in order from **lowest** to **highest**, the order is _____, _____, _____, and _____.

(Record all **four digits** of your answer in the numerical-response section on the answer sheet.)

Value to be recorded: 1342

Record 1342 on the answer sheet. ⟶

6. The path of an airplane is given. In which direction is the airplane travelling?

    A. 35° west of south
    B. 65° west of south
    C. on a bearing of 35°
    D. on a bearing of 235°
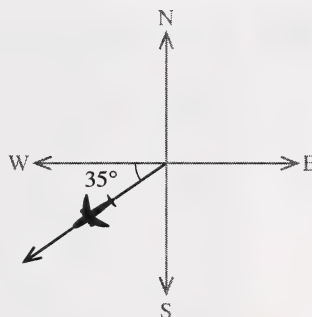
7. Three forces are simultaneously acting on an object. The first force is 900 N downward, the second force is 400 N to the south, and the third force is 600 N to the north.

    As a result of these three forces, the object will

    A. move up and to the south
    B. move down and to the north
    C. move straight down
    D. not move

②

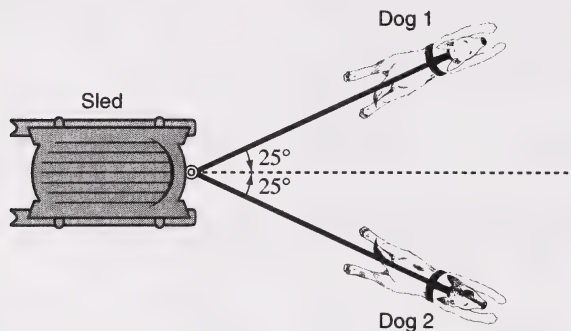**8.** Two dogs are pulling a sled. Each dog exerts a force of 180 N. Each dog is pulling in a direction that is 25° away from the direction of travel (as shown in the diagram).

Dog 1

Sled

25°
25°

Dog 2

What is the resultant force in the direction of travel? Answer to the nearest 10 N.

A. 100 N
B. 190 N
C. 290 N
D. 330 N

Numerical Response

②

1. A person in a boat that has a forward velocity of 15 km/h is trying to travel directly south across a river. A current of 6 km/h affects the course of the boat (as shown in the diagram).

N
W ◄────► E
S

15 km/h

θ

6 km/h
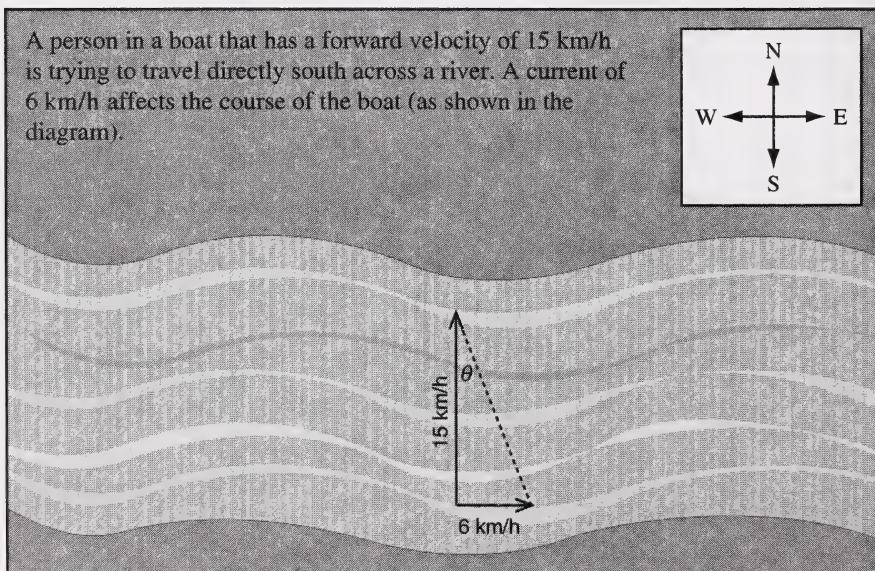
Relative to the direct path, the angle of the boat's course, θ, to the nearest tenth of a degree, is _____°.

②

9. A 767 aircraft is flying on a bearing of [070°] with an air speed of 650 km/h. It is being affected by a 100 km/h wind blowing from the southeast (as shown in the diagram).
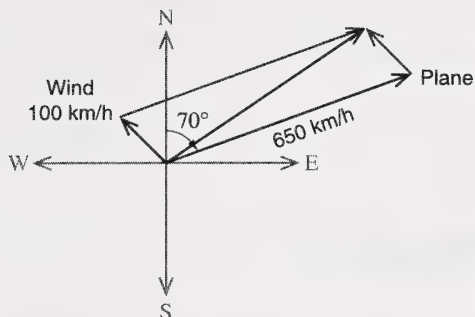
The distance, to the nearest kilometre relative to the ground, that the plane has travelled after 1 hour is

A. 671 km
B. 629 km
C. 614 km
D. 598 km

Numerical Response

②

2. A small plane is flying 210 km/h on a bearing of 170°. It is affected by a 60 km/h wind blowing toward a bearing of 320°.

The ground speed of the plane to the nearest km/h is _____ km/h.

Answer Sheet

6. Ⓐ Ⓑ Ⓒ Ⓓ

7. Ⓐ Ⓑ Ⓒ Ⓓ

8. Ⓐ Ⓑ Ⓒ Ⓓ

9. Ⓐ Ⓑ Ⓒ Ⓓ

Numerical Response

1.


```
     ⊙ ⊙
 ⓪ ⓪ ⓪ ⓪
 ① ① ① ①
 ② ② ② ②
 ③ ③ ③ ③
 ④ ④ ④ ④
 ⑤ ⑤ ⑤ ⑤
 ⑥ ⑥ ⑥ ⑥
 ⑦ ⑦ ⑦ ⑦
 ⑧ ⑧ ⑧ ⑧
 ⑨ ⑨ ⑨ ⑨
```

2.


```
     ⊙ ⊙
 ⓪ ⓪ ⓪ ⓪
 ① ① ① ①
 ② ② ② ②
 ③ ③ ③ ③
 ④ ④ ④ ④
 ⑤ ⑤ ⑤ ⑤
 ⑥ ⑥ ⑥ ⑥
 ⑦ ⑦ ⑦ ⑦
 ⑧ ⑧ ⑧ ⑧
 ⑨ ⑨ ⑨ ⑨
```

(40)

Module Project: Accident Reconstruction

Your teacher may not require you to complete all the projects provided in this Applied Mathematics 30 course. Contact your teacher and check whether you need to complete the module project, Accident Reconstruction, as part of your assessment.

Remember: In multistep problems, do **NOT** use rounded results from one part in calculating further results. Use the full value given by your calculator.

In this project you use vectors and the Laws of Conservation of Momentum to determine the velocity of a vehicle before an accident using given information regarding the velocities and masses of the vehicles after the accident.

1. Read exercise 5 of "How Fast Was That Car Going?" on page 338 of the textbook; then do the following.

(3)
    a. Draw a scale vector diagram to represent the speed and direction of Car A and Car B, and determine the combined velocity to the nearest tenth.

(3)
    b. Use the combined velocity and the combined masses of the vehicles to determine the total momentum before the collision. Round your answer to the nearest whole number.
    (**Hint:** Since the unit for momentum is kg•m/s, remember to change km/h to m/s.)

2. Read exercise 6 of "How Fast Was That Car Going?" on page 335 of the textbook; then do the following.

(2)   a. Sketch a diagram representing the situation after the collision, and determine the angle required to calculate the resultant using the Cosine Law.

(2)   b. Use the Cosine Law to determine the magnitude of the resultant velocity.

(2)   c. Calculate the momentum of the system after the crash.

(2)

d. How does the momentum calculated in question 2.c. compare to the momentum calculated in question 1.b.? Is the total momentum conserved?

_____

_____

_____

_____

3. Read exercise 7 of "How Fast Was That Car Going?" on page 339 of the textbook; then answer the following.

(2)

a. State how you would determine the pre-crash velocity of Car A using the Law of Conservation of Momentum knowing the pre-crash velocity of Car B.

_____

_____

_____

_____

(2)

b. Why would you want to know the pre-crash velocity of Car A?

_____

_____

_____

_____

4. Read exercise 8 of "How Fast Was That Car Going?" on page 339 of the textbook; then complete the following.

(2)

a. Sketch a vector diagram to represent the pre-crash velocity (in m/s) and direction of each vehicle.

(2)

b. Write an equation to represent the resultant pre-crash velocity and another equation to represent the pre-crash momentum.

(3)

c. Draw a diagram to represent the velocities after the collision and determine the required angles.

(3)

d. Determine the resultant velocity of the system after the crash. Round your answer to the nearest tenth.

③

e. Determine the total momentum after the crash. Round your answer to the nearest tenth.

④

f. Determine the pre-crash velocity of the truck in m/s and in km/h.

⑤

5. Write a short report on accident reconstruction. Include any relevant information.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Submit your completed Assignment Booklet 7B to your teacher for assessment.

COURSE SURVEY FOR APPLIED MATHEMATICS 30
(© 2002)

After you have completed the assignments in this course, please fill out this questionnaire and mail it to the address given on the last page. This course is designed in a new distance learning format, so we are interested in your responses. Your constructive comments will be greatly appreciated, as future course revisions can then incorporate any necessary improvements.

Name _____   Age ❑ under 19   ❑ 19 to 40   ❑ over 40

Address _____   File No. _____

_____   Date _____

_____

Design

1. This course contains a series of Student Module Booklets. Do you like the idea of separate booklets?

    _____

    _____

2. Have you ever enrolled in a correspondence or distance learning course that arrived as one large volume?

    ❑ Yes   ❑ No   If yes, which style do you prefer?

    _____

    _____

3. The Student Module Booklets contain a variety of self-assessed activities. Did you find it helpful to be able to check your work and have immediate feedback?

    ❑ Yes   ❑ No   If yes, explain.

    _____

    _____

4. Were the questions and directions easy to understand?

    ❑ Yes   ❑ No   If no, explain.

    _____

    _____

5. The course material may contain some enrichment or extra help activities. Did you find these activities beneficial?

    ❑ Yes   ❑ No   If no, explain.

    _____

    _____

6. Did you understand what was expected in the Assignment Booklets?

    ❑ Yes   ❑ No   If no, explain.

    _____

    _____

7. The course materials were designed to be completed by students working independently at a distance. Were you always aware of what you had to do?

    ❑ Yes   ❑ No   If no, provide details.

    _____

    _____

8. This distance learning course may include an assortment of drawings, photographs, and charts.

    a. Did you find the visuals in this course helpful?

        ❑ Yes   ❑ No   Comment on the lines below.

        _____

        _____

    b. Did you find the variety of visuals in this course motivating?

        ❑ Yes   ❑ No   Comment on the lines below.

        _____

        _____

9. Some activities may have called for the use of an audiocassette, videocassette, or CD. Did you use these forms of media?

❑ Yes   ❑ No   Comment on the lines below.

_____

_____

10. The Student Module Booklet may have directed you to work with your teacher. How well did you work as a team?

Student's comments: _____

_____

_____

_____

Teacher's comments: _____

_____

_____

_____

Course Content

1. Was enough detailed information provided to help you learn the expected skills and objectives?

❑ Yes   ❑ No   Comment on the lines below.

_____

_____

2. Did you find the workload reasonable?

❑ Yes   ❑ No   If no, explain.

_____

_____

3. Did you have any difficulty with the reading level?

☐ Yes ☐ No Please comment.

_____

_____

4. How would you assess your general reading level?

☐ poor reader ☐ average reader ☐ good reader

5. Was the material presented clearly and with sufficient depth?

☐ Yes ☐ No If no, explain.

_____

_____

General

1. What did you like least about the course?

_____

_____

2. What did you like most about the course?

_____

_____

Additional Comments

_____

_____

_____

_____

_____

_____

_____

Only students enrolled with the Alberta Distance Learning Centre need to complete the remaining questions.

1. Did you contact the Alberta Distance Learning Centre for help or information while doing your course?

   ❏ Yes   ❏ No   If yes, approximately how many times? _____

   Did you find the staff helpful?

   ❏ Yes   ❏ No   If no, explain.

   _____

   _____

2. Were you able to fax any of your assignment response pages?

   ❏ Yes   ❏ No   If yes, comment on the value of being able to do this.

   _____

   _____

3. If you mailed your assignment response pages, how long did it take for their return?

   _____

   _____

4. Was the feedback you received from your correspondence or distance learning teacher helpful?

   ❏ Yes   ❏ No   Please comment.

   _____

   _____

   _____

   _____

Thanks for taking the time to complete this questionnaire. Your feedback is important to us. Please return this questionnaire to the address on the right.

If you are enrolled at the Alberta Distance Learning Centre and will be mailing your Assignment Booklets to ADLC, you may return this questionnaire with the final Assignment Booklet in the course.

Learning Technologies Branch
Box 4000
Barrhead, Alberta
T7N 1P4